

THE SCHOOL JOURNAL

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NEW YORK CITY

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SEPTEMBER, 1912

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THE SCHOOL JOURNAL

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The Education Department of the state of New York issues as bulletin No. 513 a usable list of books suitable for elementary school libraries. The catalogue is graded, classified, annotated, and supplemented with prices and publishers. Within the sixty-five pages of the pamphlet are chapters on the selection, purchase and care of library books, together with other helpful suggestions, making a handy reference book for elementary teachers.

The Reorganized School Playground is bulletin, 1912, No. 16, of the United States Bureau of Education. It tells of the plan and equipment of playgrounds and is for free distribution.

Why We Rap on Wood

In the Farm and Fireside is the following explanation of the origin of the superstition that rapping on wood is a good thing to do when one makes a boast:

"The superstition of rapping on wood when one has been betrayed into boasting of a special bit of luck, like immunity from illness, etc., is of German origin. The raps were supposed to drive away evil spirits vexed by vaunted happiness or any piece of good fortune.

"The three raps originally signified the three persons of the Trinity, Father, Son, and Holy Ghost, and the necessity for rapping on wood was because that was the material of the cross."

A writer in the *World's Work* for August illustrates with the following spirited anecdote the truism that many a man had rather be his own master with a very modest success—so modest that others might call him a failure—than to sacrifice his own individuality with a large financial gain. Mr. John Muir, the naturalist, said to Mr. E. H. Harriman when they first met:

"I am a richer man, Mr. Harriman, than you are."

"Yes?"

"For I have all the money I want, and you haven't."

A man, arrested for murder, bribed an Irishman on the jury with £20 to hang out for a verdict of manslaughter. The jury were out a long time, and finally came in with a verdict of manslaughter. The man rushed up to the Irish juror and said: "I'm obliged to you, my friend. Did you have a hard time?" "Yes," said the Irishman; "an awful time. The other eleven wanted to acquit yez."—*Life*.

Merchant—Aren't you the boy who was in here a week ago?

Applicant—Yes, sir.

Merchant—I thought so. And didn't I tell you then that I wanted an older boy?

Applicant—Yes, sir; that's why I'm here now.—*Boston Transcript*.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXIX.

September, 1912

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FACT AND COMMENT

A few clear notes of progress are vocal as the school year of 1912-13 begins. One is that the elementary schools do not exist solely as feeders for the high schools, and secondary schools have a mission far greater than that of filling the colleges and universities. There is to be during the coming year less wailing about the hosts that drop out of our classes and more attention paid to fitting them for the place into which they drop.

Another progressive movement is that which does not stop at augmenting the supply of good carpenters and mechanics but goes forward to take hold of the imperative problems of scientific farming. Not until the pinch of the high cost of living became unbearable have the American people paid any considerable attention to their rural schools and the scientific consideration of the food supply. The schools will help to point the way to the prime necessary remedy for high prices.

By the way, the reports of the meeting of the National Education Association for the past summer record the fact that the progressives won. What are the principles of that educational party? Are they as definite as the platform of the political party of the same name? Matters of association politics, of sex and of salary will not determine any real progressiveness. What policy has that pedagogical party with regard to our overloaded courses of study, for instance? In the "Point of View" in this issue the writer has gratuitously supplied a platform which seems to be more or less serious. The fault we would find with it is that, like the tariff planks of the three political parties, it does not get down to brass tacks and furnish a definite working plan. But as far as it goes we commend it to our readers.

Some years ago, on the commencement platform, the oration on the Scholar in Politics was popular. The scholar has been exceedingly slow to get into political affairs, but evidence is forthcoming that he is getting there. The new German Reichstag contains eight educators, while four times as many were unsuccessful candidates. There sat in a recent legislature of the state of New York three men who made teaching their life work. The roll of delegates

to the frequent conventions of the year, state and national, shows an increased sprinkling of pedagogic politicians; and with the breaking up of party lines, and the new flavor that is permeating politics, there is to be a closer connection between the running of the schools and the running of the rest of the government.

The attention of the universities toward the questions of the day is interesting the people, as disclosed in the current prints. A conservative eastern daily refers to "Those great high schools of socialism which out there (in the west) they call state universities"; while a monthly, quoted under our review of the August periodicals, chides the eastern colleges for their toriyism.

Teachers, whatever their political preferences are, may be allowed some little satisfaction in seeing a professional instructor as one of the leading candidates for the presidency. But there can be no pride in contemplating the dirty trick which certain educators, among others, played upon Governor Wilson during his candidacy for the nomination. Before relegating this futile piece of tricky politics to the limbo of history it may be well to give it a final airing. The facts in the case, pretty well known now, are about as given in a communication to the New York Sun, a paper not lightly to be accused of political sympathy for the ex-president of Princeton. Extracts from this letter follow:

Although I do not intend to vote for Woodrow Wilson, I wish to say a word in defence of him against the charge that he "asked Carnegie for a pension." I took occasion to look into the whole matter and I find upon investigation that Wilson not only was fully justified in asking the Carnegie Foundation trustees for the pension on account of his twenty-five years' work as a professor and president of a university, but I find that the executive committee which acted on his application practically "rigged the deck" against him.

Under the rules at the time he applied (and Wilson knew the rules as president of Princeton) he was fully entitled to the pension. But they passed an *ex post facto* law on him—changed the rules after his application was on file—so that he would be ruled out. And I regret to find that this was done almost on strictly party lines.

Anybody who takes the pains to examine the records will see that Wilson was ambushed by his former colleagues in the board into filing a written application "merely as a matter of form," and then no sooner was the ink dry than they began to "expose" him. It was a mean political trick and, protectionist as I am, I am almost tempted to vote for Wilson as a rebuke to these worthy gentlemen who tricked him into a hole.

* * *

Readers of this issue who would be inclined to pass over "How to Have a Terrarium," because biology is no great concern of theirs, should note the secondary title, "A Drama in a Box," and proceed to see if there is not something in it. The writer has made a life story that is seductively entertaining, a drama of small life that compels attention. There can certainly be no objection to such dramatization or nature study, either in school or home.

* * *

Occasionally someone pours a little cold water of sense upon the fervid, religious zeal for teaching sex hygiene. Thus, writes in part Charles R. Bardeen, dean of the medical school at the University of Wisconsin, to the *School Bulletin*:

I believe the movement to teach the subject to classes of school children a mistake. Although some thoroughly sane and well-balanced people seem to believe in sex instruction in the schools, I am certain that a good many behind the movement will be found to be sexual neurasthenics, the worst kind of people to handle such a subject before healthy-minded children.

Curiosity, passion and idleness are the only features, outside of medicine, that call attention to the sex glands; and of these the first two are the essential, the third being merely a contributing factor. Public talks to children will be pretty certain to arouse curiosity. They certainly will not subdue passion. In so far as curiosity concerning sex matters is spontaneous and natural it may be best turned in legitimate directions by quiet private talks with pure-minded friends. Teachers who can arouse this kind of feeling of friendship should be the only ones to talk over sex with young children and young people, and then only when the latter seek advice. On the other hand, every effort should be made to suppress all of the many features that arouse an unnatural and unhealthy interest in sex. So far as passion is concerned it can be controlled only by the habit of self control and the right kind of personal ambition, and these can best be cultivated in the young without reference to the physiology of sex.

* * *

We most earnestly request principals to read this passage to their teachers, and the teachers to read it back to the principal; and then report on the beneficial results of Bible reading in the schools.

"For the body is not one member, but many.

"If the foot shall say, Because I am not the hand I am not of the body; is it therefore not of the body?

"And if the ear shall say, Because I am not the eye, I am not of the body; is it therefore not of the body?"

"If the whole body were an eye, where were the hearing; if the whole were hearing, where were the smelling?

"But now hath God set the members every one of them in the body as it hath pleased Him.

"And if they were all one member, where were the body?

"And now they are many members, yet but one body.

"And the eye cannot say unto the hand, I have no need of thee; nor again the head to the feet, I have no need of you."

* * *

Ossian Lang, for many years editor of the *School Journal*, and more recently in charge of the *Teachers Magazine* and *Educational Foundations*, has severed his connection with these periodicals. Mr. Lang is widely and favorably known in the field of educational journalism. His place on the *Teachers Magazine* and *Educational Foundations* is taken by William Charles O'Donnell, who, with his associate editors, may be relied upon to preserve the best traditions of these papers and to bring about such improvements as are meditated by the change in management. While the ownership of these magazines passes from the Ives-Butler Company to the *Educational Magazine Publishing Company*, located at thirty-one East Twenty-seventh street, New York, there will be an affiliation as formerly between them and the *School Journal*; and the three papers will continue along their special lines of journalist work.

* * *

There is much to be said for, and little against the plan of country schools for city children. But why, in the name of all sense and seriousness, not city schools for country children? Just arrange for the exchange of a few city and country pupils, a few at a time for a limited period. It would be the event of their lives to the country boys and girls and an education of itself outside of the presumably better schooling. Perhaps the sentimentalists can see little in this reverse proposition and would even fear a consequent impetus to the away-from-the-farm movement. Not at all. The scholastic visit to the city would help to cure the country boy's longing for city joys and send him home content.

* * *

"There is a feeling of unrest throughout the country as regards the teaching of algebra, and eagerness is shown to make the subject more significant than it has yet been in secondary instruction." This is a mysterious remark from a bulletin of our National Bureau of Education. Eliminating more of the x's ought to bring about algebraic significance.

* * *

Arbor Day has been introduced into Italy. This is as it should be; the *arbor* we learned to decline was raised in Italy.

THE MAKING OF A SCHOOL PAPER

That, as above stated, is our business — a business with its difficulties and doubts.

The Editor's Part

We have consulted the makeup of various professional journals — medical, religious and trade publications; and while from them we have obtained some practical suggestions, the inspection has convinced us that our school papers are not in the class with the best of the professional publications.

There are exceptions, and these are among the papers that specialize. The journal that prints the educational news of a limited section, that treats of kindergarten work or of the teaching of history in high schools has a definite route toward a high standard of excellence. The School Journal does not limit its area or its subjects, or grade of school problem, and yet it has a definite and feasible policy, that of being a representative school paper, discussing those matters that concern all sections and all departments of educational work. Just so far as the business of teaching is a profession or can be made a profession this magazine proposes to work to that end.

The Reader's Part

One of the pointers that we get from the comparison of school papers with other journals suggests a confidential talk with the reader.

A certain famous manager of a newspaper was once consulting his staff of editorial writers on a matter in which they unitedly disagreed with their chief. "Gentlemen," said the boss, "you can each of you write a better article for the paper than I can, but I can tell what the people want better than all of you."

The point we make is that the newspapers and general magazines get in touch with their readers. Their patrons are responsive in suggestion, praise and censure. They sit down and write a letter to the editor. The letter may go into the waste-basket, most letters do in time; but the idea works.

We do not know that this lack of responsiveness is characteristic of teachers or of the readers of The School Journal particularly. But

we do know it exists and we are doing our part to effect a healthful change.

Write a letter to the editor when you read the Journal; kick about something, suggest something, or simply remark, "Those are my sentiments, too." The letter will reach the editor directly and do its part toward the business of making a school paper.

NEWS ITEMS

Asher J. Jacoby succeeds Don C. Bliss as superintendent at Elmira, N. Y.

Superintendent F. B. Dyer, of Cincinnati, has been elected to the superintendency of the Boston schools.

Clarence T. Carroll, formerly superintendent at Rochester, N. Y., and at Worcester, Mass., died suddenly, June 15.

Henry R. Sanford, engaged in institute work in the state of New York for half a century, died in the Albany Hospital, August 4.

Julia Richmond, district superintendent of the city of New York, died in Paris, June 25, following an operation for appendicitis.

The fairy tales of Grimm and Hans Christian Andersen are excluded from the Austrian schools by a recent order, "because of their slight importance."

Cooking is one of the subjects taught Alaskan natives in the government schools administered by the United States Bureau of Education. Among the dishes to which the pupils are introduced is doughnuts, which they are taught to fry with seal oil as a substitute for lard.

Men teachers in Schwarzburg-Sonderhausen, Germany, are required to ask permission of the school authorities before they can marry, according to a new law. Warning is given that this permission will be denied in case of "obvious inability of the teacher to support a family."

Needing more money for their schools than was being raised by taxation, the inhabitants of Wake county, North Carolina, adopted the expedient of cultivating the land surrounding the schools, the money obtained from the sale of the crops being used for the benefit of the school. Seventeen such school farms were operated last year. They were worked by 1,200 persons, men, women, and children, who contributed their labor free.

(Additional News Items on page 341)

THE POINT OF VIEW

Preamble—No. V

This is the text of the Platform of the Progressive Educational Party.

Whereas the tendency of teachers is to face the past, to copy, to search out and worship precedents, and to be exceedingly timorous of new and untried paths, therefore we, the progressive teachers of America, in the organization of a new party, do here set forth in plain terms the principles which have impelled us thereto.

The Initiative

We not only believe in the initiative but in initiating the initiative. And we propose to start some legislation besides a salary boost, upon which matter the public has properly come to believe that our efforts are concentrated. We propose to take a hand in the making of courses of study, in the choice and regulation of our superintending overlords, and in various other matters, from which, by our own lack of gumption, we have been heretofore excluded.

We further believe in the patrons of the schools having something to say about the education of their children. With the cry of "taking the schools out of politics" they have lost control of the schooling of their children and have handed over all initiative to the much lauded "educational expert" who does about everything but educate. We propose that this state of things shall no longer exist.

The Recall

We go in for the recall, for the recall even of ourselves. Heretofore, we confess, that as unmitigated standpatters we have worked first and last for tenure of office, for a stick-to-the-job policy that has kept in the preceptorial chair the dumb, the blind, the halt, the neurotic, the time-markers and the generally incompetent. We propose to exercise the same function employed by clergymen, doctors, and lawyers of clearing our ranks of those who bring discredit upon the vocation.

We would go further and extend the principle of the recall into the hands of the children themselves; and, with thanks to Ellen Key for the suggestion, we would send an electric shock through the dead mass of the hangers-on of our calling by making their removal from office follow a generally unfavorable opinion of their pupils.

Brain-Tariff

We denounce as the citadel of the educational reactionaries, as the stronghold of educational standpatters, the rule and ruin of King Examination. By the force of the sway of the exam-

ination system over city, country, state and nation, we are enthralled to grotesque courses of study. By it, men hold fat jobs; by it, books by the ton are sold; by it, our children carry burdens grievous to be borne; by it, education has become a fantastic system of mental gymnastics. We are opposed both to examinations for the protection of school officers and for examinations for the revenue of book-makers.

Doing Things

We believe in the training of the hand as well as that of the brain, in fact, in the education of the whole body. We would have the ability to make a chair or a dress count as much toward progress in the schools as does the finding of the value of x or the conjugation of *amo*.

Amen

With humiliation and chagrin we acknowledge that as a class, we have been guilty of a monstrous amount of word-mongery, that we have piled words and phrases mountain-high for the sake of making an exalted place for ourselves. We repent and declare that it is our intention to make things clear rather than abstruse and to put in plain speech the few, miserably few, real ideas that may be termed pedagogy. And with this intention we come before the progressive people of this country with the hope and expectation of being accepted, though teacher we be, as true progressives.

The Only Original Americans

I see that Edward Hyatt complains that "teachers jump on me for a ruling upon the right of Indian children in our schools." Mr. Hyatt is the boss of the California school system; also he is a pithy writer and he goes on to put his proposition thus, as recorded in the *Sierra Educational News*:

"Let us reason together over this very important matter. The Indians have been here a long time, haven't they? So far as birthright is concerned, they are ahead of the whole procession. So far as law and right are concerned there is nothing in sight to indicate any difference between the white and the copper children. The law says the public school shall be open to all children who reside in the district. Would it not be absurd to exclude from an American school the children of unbroken American lineage and admit only children of mixed European ancestry?"

"So far as I have ever been able to observe, Indian children are almost invariably tractable, obedient, inoffensive. They are timid, frightened, self-conscious, at the mercy of their teachers and companions to a touching and pitiful degree. The only trouble with them is the diffi-

culty of gaining their confidence and overcoming their desperate timidity. Poor little creatures, they are in a hard situation indeed!

"There is only one thing to do and that is to take the Indians into our schools as fast as we can and teach them to live with our children, teach them how to take care of themselves and how to compete against the stronger race for a share of bread and butter. At the same time, we teach our children how to live with the Indians."

The Real Indian

Perhaps out in California there is a better chance to learn what the red man really is, but we doubt it. For there are a number of aborigines sprinkled over the east and we know less about them than we do of Arabs and Hottentots. But here comes Major Cicero Newell, of the United States army, with a book about Indians, Indians that are and that were in his time, Indians with whom he lived and whose children played with his children. His book of *Indian Stories* is altogether different from the usual milk-and-water stuff poured down the throats of American school children.

The Usual Dose

These same children know a lot about Indians, the only criticism being that the most of what they learn isn't so. If it is possible that there is one topic, played upon in our schools, where poetic exaggeration, romantic coloring, and dramatic perversion have most extended themselves, that topic is the American Indian. To know that he stuck feathers in his hair, to cut out paper mocassins, to shoot arrows from an anemic bow, to mouth Hiawatha, is about the sum and substance of the elementary teaching. So it looks from the eastern point of view, perhaps it is otherwise Californiaward. And it would seem that most of the books about Indians are written by young women whose acquaintance with their subject is confined to passing a cigar store on their way to teach in a kindergarten.

Major Newell's Indian

The army officer pictures the native American in a more pleasing light than does the Oregon Trail; but his account has some fair basis of fact; while it is hardly to be expected that the one historian who really knew the Indian first and last, will be seriously read and taught in our schools. Parkman knocks the poetry out of the Indian as he does the credibility out of Evangeline. Major Newell's Indians are not lazy, although like other good Indians, they refuse to gather firewood or hoe the corn. Their mothers would disown them if they did such feminine work.

Relegated to the Grades

Not only is the Indian treated in a fanciful manner in the elementary grades but he is largely eliminated from the secondary course, being considered as much the sole object of

primary study as is the multiplication table and the spelling of *cat*. A high school teacher who was asked if her pupils understood the topic of the aborigines replied with some appearance of disdain that they had long ago attended to that elementary topic.

Try It

I would like to suggest two questions for our last crop of high school graduates and bet that the average marking of the answers would not be above ten percent. These two for instance:

The Iroquois and Algonquin Indian—the difference in their habits, character and attainments, and how these differences affected the struggle between the French and the English for the continent.

The density of population in 1492 as compared with that of 1910, and the bearing of this fact upon the ethics of the red man's dispossession.

Or is it too much to expect that out of our fuss and feathers, tomahawks and Hiawathaing we could get ten percent of sense and historic worth out of the Indian topic?

Summertime Sentiments

Here are some of the good things picked up during the vacation: It is the incomparable Waterson who detracts from our pride in the prospect of a schoolmaster in the White House by remarking: "He is an able man, with an intellect highly trained, tyrannous by nature and despotic by nature and despotic by the vocation and habit of a lifetime in the school-room."

I have always supposed that the district superintendents of the City of New York are a hard working practical set of men. It is the World that sets me right with the phrase "the present unwieldy group of forty-six amiable amateurs who manage our schools."

It is a certain Miss Strachan—pronounced *Stron*—who gave voice at Chicago to the intimation that there are only two men who may properly say Grace. I knew the good old custom of asking a blessing before meals was dying out, but I didn't know it had gone so far as that.

WELLAND HENDRICK.

The English like our agricultural schools. After examining Cornell, Wisconsin, and other well-known institutions in the United States, a deputation reported its impressions in the following terms: "The unrivaled position of Wisconsin in the production of cheese and butter is the direct result of scientific teaching happily wedded to prudent legislation. If any one still doubts these things, and deems it worth while to go on repeating the skeptical question, 'Can agriculture be taught?' our advice is that he should go to Canada and the United States and see the thing done, and done upon a great scale."

EDWARD AUSTIN SHELDON

CHAPTERS FROM AN AUTOBIOGRAPHY

(Concluded)

The Religious Life of the Boy on the Farm

My father and mother were Calvinists of the New England type. Next to the Bible, my father placed Dr. Emmons' sermons, a complete set of whose works he presented to each of his children. He usually read one of these sermons aloud to the assembled family every Sabbath afternoon. Dr. Spring, of New York, and Dr. Weeks were also among his favorite teachers. He firmly believed and stoutly advocated their doctrines, and rejected everything that did not agree with them. Naturally enough, the children, with their confidence and respect for their parents, never questioned the points held by them.

The sovereignty of God, His immutable decrees, His foreknowledge, foreordination and election, the necessity of faith in Christ, repentance, and sanctification, to salvation, formed the meat on which we were fed. Rightly interpreted and understood, I doubt whether there is any escape from the conclusions to which these doctrines led. At any rate, such was our faith, and having been so trained, it never ceases to influence our minds and our lives.

Believing as I did the necessity for regeneration, or change of heart, for salvation, I longed for the experience indicative of such a change. We always went to church regularly, never omitting any church service, fair weather or stormy. I gave such respectful attention to the sermon and other services as a boy could give. I honestly desired to be rightly affected by them, and although I realized little impression made upon my mind or heart by all that minister said, out of respect to him I kept my eyes fixed on him, so far as I was able to keep awake; and I distinctly remember at least one occasion when I thought I ought to be deeply affected, even to tears, but was not. I did what I could to give the minister the impression that I was so affected, by wetting my fingers in my mouth, and with them my eyes, thinking in this way to give the appearance of tears.

It was not until many years later, when quite a well-grown youth, that I thought any real change of heart came to me. It was then that new emotions came into my soul. I felt as I had not felt before. A spiritual element entered into my life which I had not previously realized. Even the external world, itself, put on a coloring that I had not seen before. I saw myself in a new light. My heart was filled with joy and rejoicing. What I had so long desired had come to me. I now realized myself a Christian. It was not, however, considered safe to admit a new convert into the church

until sufficient time had been given in which to test the genuineness of the conversion. In due time, after a year or so, in 1840, when I was seventeen years of age, I was received into the Congregational Church at Perry Center.

From this time on, I read many religious books of a highly spiritual order—books that were well calculated to search the heart and test the genuineness of the spiritual life. Measured by these tests, I felt that I had not the proper evidence of a change of heart, and that I had no right to a membership in the church of Christ, and asked to have my name stricken from the church roll. I was informed by the pastor that this could not be done so long as there was no outward act that made me liable to discipline. As I had no inclination to commit such acts, no alternative was left me but to let the whole matter rest as it was, and I continued a member in good fellowship.

At home we always had family prayers in the morning, immediately after breakfast, and on Sabbath afternoons before sunset. With us, in accordance with New England custom, the Sabbath began with the going down of the sun on Saturday night and ended with its setting on Sunday night. Before sunset on Saturday night all the farm work was laid aside; the milking of the cows, the care of the stock, and all chores were "done up," and when the sun was down we were all supposed to be quiet in the house, and religious reading of some sort was in order. No whistling or secular songs, or light or trifling conversation were allowed between the two setting suns. I well remember as a small boy how I used to go out and watch the last ray of the setting sun as it disappeared below the horizon on Sabbath night. I was then set free to play as much as I pleased. This was the night of the week for social gatherings and the frolics of the children. This custom held sway for many years after I left home and had a family of my own.

Brought up in such a home, it is not a matter of wonder that the old man thus trained as a boy is not given to Sunday parties, Sunday dinners, Sunday riding, or secular occupations of any kind. The old proverb, "Train up a child in the way he should go, and when he is old he will not depart from it," has proven true in my case at least. At three score years and ten and three more, I find myself inclined to the beliefs and practices in which I was trained.

Preparing for College

Thus far I have endeavored to give an account of what came to me as a boy on the farm. At the turning point between youth and young manhood a circumstance occurred that changed

the plans of my whole life, and turned all my ambitions into an entirely new channel. When I was seventeen, Mr. Charles Huntington, just out of college, came to Perry Center and opened a private school. Into this school were gathered most of the young men and women of the town in the immediate vicinity. Here, for the first time, I became interested in books, and began to study.

Mr. Huntington had the power to arouse enthusiasm in his pupils, and he it was who first waked me up and aroused in me new aspirations. I found new acquaintances, and among them was John D. Higgins, whose mother resided at Perry Village, two miles away. The inspiration of the teachers had given to him also, as well as to many another boy in this school, new life and ambition. He became a frequent visitor at our house, and one day, as we were coming down the street talking over our life plans, we mutually agreed that an education was the thing for which we ought to strive; and we then and there resolved that we would bend our efforts in this direction, and get such an education as a college would give us. Stopping in the middle of the road, we shook hands over this resolution, and from this purpose we never swerved.

Up to this time I had detested both books and the school, and as a consequence I had no intellectual equipment. My father had always urged me to go to school, and I had as persistently urged to be allowed to stay at home and work on the farm. All at once my father's and my ideas were reversed. I had now come to an age when I could make myself very useful on the farm, and my father desired my services, and wanted to make a farmer of me. My younger brother, I was told by the farm hands, was destined to be a scholar and a doctor, and I a farmer; an arrangement, as I now look back upon it, very natural for my parents to make, for my brother had shown much more taste and aptitude for books than I, while I had shown more skill and interest in farming. So now my father wanted me to stay at home on the farm just when I wanted to go to school.

I had become so thoroughly in earnest in my desire for an education that, being naturally headstrong and persistent, I set about it with a full determination to accomplish it. A man living two or three miles from our house, who sometimes did work for my father, had a Latin grammar and dictionary, which he offered to lend me. This offer I eagerly accepted, lost no time in going for them, and began the study of Latin in earnest. Seeing that my purpose was fully set in this direction, and accepting the advice of my teacher, my father no longer objected or put obstacles in my way, but, on the contrary, gave me every possible aid in his power. My elementary education had been wholly neglected, and I had much to do in repairing the loss that had just come to my comprehension; what my father had said so often,

came true—I was reaping the fruits of my early neglect, to my sorrow.

"Brother John," as I now called my new friend, and I took a room together in the upper gable end of a shoeshop, where he had been learning his trade, and we settled down to earnest work in preparation for entering college. We were pretty well matched in taste and natural ability, and we worked together most harmoniously. So our academic life passed on in a very agreeable way. I slept at home, and he in the shop, except on the nights when he went home to stay with me. On going to school I would fill my pockets with apples, and divide with "Brother John," and when he went home with me at night we always paid a visit to the cellar, where we feasted on honey and apples.

Our progress as students was not rapid, but we applied ourselves earnestly and patiently, and so got on fairly well. "Brother John's" talent was rather for writing, and mine for speaking. He occasionally wrote articles for country papers, and I attended all the debating societies, took an active part in the public exercises of the school, and especially in all the exhibitions and dialogues, of which there were not a few. In this way I got a little local reputation as an actor and speaker, which greatly flattered my pride and ambition, and I formed the resolution to prepare myself for the bar and public positions. My chum resolved to purchase a Webster's dictionary and give himself the task of learning the orthography and meaning of every word, from beginning to end, the better to serve his purpose as a writer.

We have both lived long enough to be amused at our resolutions and realize their folly. Like many another youthful ambition, they were soon left behind. Of the two, my chum's undertaking was the more herculean, and sooner found its end. My tenacity led me to hold on to my ambition until circumstances quite beyond my control cut off all my plans.

These were not the only resolutions that were formed by one or the other, or both, that met with an untimely end. One time "Brother John" resolved that he would not be bothered with a razor all his life, and providing himself with a pair of tweezers, began to pull out every hair by the roots as fast as it appeared on his face. I cannot say how long he persevered in his undertaking, but I imagine about as long as in his resolution to devour Webster's Unabridged Dictionary.

Early one summer we resolved to introduce a new style in the cut of coats. We were both to buy the same material and have full summer suits just alike in every respect. The coats were cutaways, just such as are now worn. I have never thought we introduced this fashion, but with us it was certainly original, for we had never seen such a garment, and no one had suggested the idea to us. I had my suit made according to agreement, and came sailing up

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EN ROUTE

GETTYSBURG

By MONTAYNE PERRY

It was when we were standing beside the colossal lion on the top of the Heroes' Mound at Waterloo that we decided to visit Gettysburg.

There was only one other visitor on the mound; a tall young Englishman who stalked gravely up and down, obviously glorying in the scene of his country's triumph. No Briton being present to share his patriotic raptures, he addressed us, with pompous affability.

"Great sight!" he declared; "nothing finer in the world. I've seen them all—Bannockburn, Austerlitz, Marathon, Cressy, dozens of 'em—it's a hobby of mine, don't you know? But there's only one in the world that compares with this for up-keep and impressiveness—that's your own Gettysburg."

"Indeed!" we exclaimed, glancing at each other with a guilty surprise which he detected instantly.

"I say—you've seen Gettysburg, of course?" he questioned belligerently.

"N—no—not yet," we stammered.

The Briton's countenance expressed frank, untempered disgust.

"Queer lot, you Americans," he began, but one of us interrupted him, with fluent, inspired suavity.

"We're going there next summer," he extemporized, glibly; "you see, we wanted to look over your battlefields first, in order to have something to compare our own with!"

Our new acquaintance looked skeptical and muttered something that sounded like "bally rot" as he hastily left us. As we watched his dignified descent of the two hundred feet of stone steps, our confused and guilty thoughts suddenly crystallized into firm resolve: we would go to Gettysburg next summer.

And we did.

We went to Gettysburg from New York by way of Philadelphia and Harrisburg, stopping in the latter place long enough to look over the capital building. The fare from New York to Harrisburg is four dollars and fifty cents, and a round trip ticket from Harrisburg to Gettysburg costs two dollars and eleven cents. We met a party of tourists from New England who had gone from Boston to Norfolk by boat—Merchants' and Miners' line—and thence by the Western Maryland to Gettysburg. The fare this way is thirteen dollars, and they were enthusiastic about the trip.

It was two o'clock in the afternoon when we reached Gettysburg, and we were hungry. The

best hotel in the village stands close to the station and will provide one with a room and three good meals for two dollars; so, as our stay was to be a little less than twenty-four hours, we decided that the best was none too good for us. And I will pause here to remark that we were not sorry for the decision. Many an ornate hotel in the large cities would be put to utter shame by comparison with this pleasant, unpretending house, where the landlord welcomes one with true southern hospitality, and the well-trained, dusky servants appear to have stepped out from the pages of a Hopkinson Smith novel. Such corncakes, such baked ham, such fried chicken and waffles are seldom found north of the Mason and Dixon line.

Three o'clock found us ready to begin our inspection of the battlefield. For three dollars we were furnished with a comfortable, two-seated carriage, an amiable white horse, and a guide whose wealth of information was only equalled by his eagerness to impart it. The drive occupied six hours—three that afternoon, and three the next morning—and is the only adequate way to get an idea of the vast territory, for the battle of Gettysburg raged over thirty-five square miles of ground.

The little village lies quiet and sleepy now, cradled in the shadows of the hills. Westward, a mile of sunny plain ends in the rise of Seminary Ridge; southward, Cemetery Ridge lengthens from the slow rise of Cemetery Hill, and east of this, separated by a sharp ravine, Culp's Hill lifts its head. There are the rocky peaks of Little and Big Round Top, two miles away, and, leading from the village, we glimpse the historic Chambersburg turnpike, where the broken-hearted remnant of Lee's army wound its sad way over the mountains toward the Shenandoah.

We drove through mile after mile of broad, smooth avenues, bordered by monuments and tablets which record the locations and shifts of every division and regiment during the three days' battle, or by grim black cannons, each one standing in the exact spot where its deadly work was done. For the battlefield is being restored, as rapidly as possible, to the exact condition in which it was at the time of the battle. Where forests had been destroyed, young trees lift up tender branches; corn, oats and wheat wave proudly now in the fields where they once were crushed by thousands of tramping feet; and here and there along the slopes long lines of earthworks stand, unshaken by the passing of fifty years.

It is magnificent, impressive, inspiring—and unutterably sad! The teacher who can stand

with his pupils on Cemetery Ridge, "the high-water mark of the rebellion," beside the most sublime memorial in history—the huge bronze tribute erected by the South to the memory of friend and foe alike—and look out over the fields where the last grand charge of the Confederacy was made, will never again have to urge or scold to compel attention to the recital of the deeds enacted there. And he who stands in the national cemetery where four thousand warriors slumber at the foot of the tall monument, each grave in the green semi-circle marked with a granite slab, has received a lesson in bravery and patriotism which nothing can efface.

"Do many parties of school children come here?" we asked the guide.

"Yes," he answered, "but not half so many as ought to come. We take them all over the field in big wagons, with a guide to each wagon, for a dollar apiece. They can bring lunches, or they can buy a good lunch in the village for a quarter. If they come from a distance, the smaller hotels and the boarding houses will accommodate them for a dollar a day—that's a room and three meals—or maybe less, if they arrange in advance. And yet there's many a child grows up within fifty miles of here and never sees the battlefield."

"That's very strange," we declared.

"No stranger than that grown-up, educated people will go prancing off to see all the European battlefields when they've never taken the trouble to look at the spot where their own folks fought the greatest battle of the world," he retorted, sharply.

A thought of the tall Englishman, glaring disgustedly at us on the mound at Waterloo, flashed through our minds.

"That's so," we murmured, meekly.

A Hint from London

Is there an association of teachers in America which guides and encourages the traveling propensities of its members? Here is a suggestion from *The Educational News*, an English paper, of the date of August second:

"Last Wednesday nearly three-quarters of a million children and twenty thousand teachers began their holiday in London. On Thursday special trains left nearly all the great London termini with teachers and their friends on board. The London Teachers' Association made the usual arrangements for cheap fares for teachers and their families, and in most cases the concessions amounted to much more than the annual subscription paid by the teacher to the association. About five hundred left for Switzerland, where co-operative arrangements have also been made for their board and lodging. There is nothing that the association does that is more appreciated by the members than the making of these arrangements, and it is safe to say that but for them many teachers would not be members of the association at all."

A Lunch at Trouville

Travelers who have made a dent in their scanty funds by some little indulgence along the way will appreciate a story told by Harrison Rhodes in *Harper's Magazine* for September:

"Several years ago two young gentlemen started from London for a holiday in France. One of them has since become one of England's most famous novelists; the other, at least the author of such articles as the present. At that time funds were not too easily come by; still, there was a modest sum in pocket for the trip. The two came to Havre by the night boat from Southampton, and during the morning crossed the blue-gray estuary of the Seine to the most famous of French seaside places, sitting between its sands and its green hillside. It was in our heroes' minds—will the reader permit them to be so named?—that to Trouville had already gone the two loveliest ladies in the world; it was their intention before taking the afternoon train to Caen to offer lunch at the Hotel de Paris to these fair creatures in a style befitting the place, the time—it was race-week, the height of the Trouville season—and the depth of the hosts' admiration. All this was done, yet the story, at its climax, becomes a financial rather than a sentimental one. The impulse of hospitality resulted in a pretty accurate division of the fund for traveling into two equal parts. With half, our friends paid for lunch—a good lunch for four—with the other half they met the expenses of a pleasant ten days' trip through the Normandy towns and villages. Trouville is not, let it be frankly admitted at the outset, a refuge for the economically minded."

A company of famous geographers, thirty-seven of them from twelve different countries of Europe, are now making a two months' tour of this country as the guests of the American Geographical Society. The sights which they are visiting are not always the popular places of interest. They seem to care for both the past and the future, since the study of glacial action and of commercial problems appears to guide largely their itinerary. Among the places already seen or to be visited are the lakes of central New York, the Mississippi at St. Paul, points about Duluth and Mt. Rainier. A day's ride down the Mississippi from Memphis is to be the important excursion of the tour, the object being to show how America is to control and improve its great internal waterway.

Student-nomads or Wandervoegel (wander-birds), as they are called, who spread over Austria in vacation time, receive free lodging in Vienna, as the guests of the city. These nomads come from Germany, Holland, England, and Scandinavia, and the wanderings of many of them extend to the Lower Danube. The authorities are now planning rooms connected with schoolhouses for their accommodation.

According to the American consul, there are no Maltese cats in Malta.

CHICAGO N. E. A. MEETING

The fiftieth annual meeting of the National Education Association, held at Chicago July 6-12, was noteworthy in several particulars. Those who have been predicting the decline and possibly the disintegration of the N. E. A. must revise their opinions and readjust their prophecies in the light of the Chicago meeting. The declaration of principles as set forth in the resolutions adopted by the convention is instructive and significant. We print these resolutions later on in full, and we urge their careful reading and study by all those interested in American education.

The attendance at the Chicago meeting was somewhat disappointing. It was hoped that the registration would exceed twenty thousand, but the best estimates which could be secured placed the registrations at sixteen thousand. As usual Chicago proved herself a hospitable city, and some of the unfortunate features which have characterized N. E. A. meetings in smaller cities because of the scarcity of hotel accommodations were happily missing this year. There was plenty of room for everybody and the visitors were entertained in comfort and without confusion or extortion. The early days of the convention were marked by weather which was a little too hot to be comfortable, but it may be said in general that the conditions were for the most part favorable for a businesslike, constructive and enthusiastic meeting and the convention speedily settled down to genuine work.

The political flurry was given by far too much prominence in the Chicago papers. It is to be regretted that a political episode of no extraordinary importance should have been so magnified and written up to such an unreasonable extent. Many features of the convention were of a sufficient importance to deserve more attention than they received in the columns of the local papers, but a political scrimmage, or a closely contested election is always considered news by the city editor and the campaign of Miss Strachan for the presidency of the Association was therefore very fully set forth in the Chicago papers and also in the Associated Press reports. Let us hope that in the future the election of officers for the ensuing year may be accomplished with less publicity and possibly with greater harmony. The net results of a great educational meeting are not summed up in the election of officers, and without minimizing in the slightest degree the importance and responsibilities of the officers of the N. E. A. it is certainly true that the convention is not called merely for the purpose of electing officers and that this particular feature of its work should be subordinated to the more vital

plans and purposes of the organization. Edward T. Fairfield, State Superintendent of Kansas, who was elected President, will without doubt prove a capable and efficient officer and we predict for him a successful and energetic administration. The retiring President, Carrol G. Pearse, of Milwaukee, should receive the thanks and congratulations of every member of the Association upon the success which has attended his administration. The year has been a somewhat trying one in many ways and Mr. Pearse has proved himself a man of force and tact in dealing with many difficult situations. Under less skillful guidance the work of the Association during the year, and the success of the Chicago meeting might have been less emphatic.

The presentation of a loving cup to Thomas W. Bicknell, President of the Association in 1884, and a life director, was a pleasant incident of the opening session.

The resolutions adopted are progressive in tone and instructive in spirit. They make a strong platform for the work of future years. We therefore print them in full.

Resolved.—That, in view of the fact that children are often innocent victims of our present unequal and unjust laws, the National Education Association favors a uniform federal law on all questions of marriage and divorce, based upon an amendment to the federal constitution.

Whereas—The great and grave responsibility of the teachers of our country is the training of the youth to realize the duties, rights and privileges of citizenship; and

Whereas—The ability adequately to accomplish this work demands not only the knowledge of the functions of citizenship, but also the right to exercise them. *Be it Resolved*, That the association believes in and urges the granting the right of suffrage to the women of the United States.

Whereas—In spite of the fact that our schools have met well the social and economic problems which have confronted us to date, there has been an ever-increasing demand on the part of the public for greater practical efficiency on the part of our pupils of all ages and grades.

Whereas—Such liberal education has, in a measure at least, failed to meet this demand on the part of those who judge by results; and

Whereas—Many of our formerly well accepted principles, as well as our educational traditions, are undergoing a constant and rapid revision, as a result of the more recent scientific investigations and philosophic readjustments, be it

Resolved—That this association places itself

on record as favoring such changes in the course of study in our elementary and secondary schools, together with such changes in methods of instruction as shall make it possible to assist the pupil in the ready application of such knowledge as he may acquire to actual life conditions.

Whereas—Most of our American vocations are laden with "misfits," due largely to lack of choice of calling;

Whereas—Because of engaging in such ill-adapted occupations there exists a lack of enjoyment in work, appreciation of work and efficiency in work, resulting in economic waste to both the worker and the work;

Whereas—Other agencies than the public schools have failed to deal with this problem, be it

Resolved—That this association earnestly urges upon the educational people of this country, as well as upon others who are engaged in social work, the necessity of definite progress along the line of vocational guidance for youth. That such guidance be carried on under the direct control of a vocational adviser, or expert, who shall be appointed by, and subject to, the control of a council of laymen in the several local communities; and be it further

Resolved—That the courses of study in our elementary schools be so enriched as to make it possible to discover the tastes, tendencies and abilities of the child previous to the time when such vocational decisions are to be made.

Whereas—Vocational choice is inseparable from the several vocations to be pursued.

Whereas—The public schools have hitherto left these matters to the solution of the worker, and the worker and the employer.

Whereas—The increasing demands of the occupations of the home, shop and farm are forcing upon local communities the necessity for some form of vocational training, and

Whereas—This United States, to protect its population, by maintaining its vigor and morality, to change its large output of raw material into an output of finished product; to make it possible to fight not with armored cruisers, but with brain and skilled workmanship, and to maintain its commercial prestige, demands some form of vocational training, be it

Resolved—That this association recommends to the federal government the passage of a law, under conditions clearly recognizing the autonomy of the states in adaptation to local conditions, carrying with it an appropriation sufficiently liberal to render possible its operation, which shall have for its end the ultimate improvement of the home, shop and farm through vocational training. That such aid be administered through the United States bureau of education, or a similar body; thence through the state board of control of each state to the several local boards of control in the several communities, and

That such grants to such local communities and to such states depend upon actual results

secured in such local communities and such states.

Whereas—There exists in this country more than 4,000,000 young men and young women, fourteen to eighteen years of age, who have been denied the privilege of either vocational guidance or vocational training.

Whereas—The only assistance which can be rendered to them, or those somewhat older, is through systematic instruction in part-time continuation and evening schools.

Whereas—Besides reports resulting from the appointment of commissions of child study in several of the states, and discussions by students, there is little definite knowledge of the needs of these persons of adolescent age, as well as a varied and uncertain attempt to solve the problems of their instruction, be it

Resolved—That this association authorizes its president to appoint a committee of eleven members, made up in part of educators, employers, employees and social workers to make a special study of this whole question and to report to this association at a future meeting.

That an appropriation of \$500.00 be granted this committee for its work in connection with said report.

Whereas—The complete development of the individual depends primarily upon his health,

Whereas—The physical, social and moral welfare of the community depends upon the continued and permanent health of the citizens,

Whereas—The æsthetic interests of the youth are greatly enhanced by constant contact with the beautiful in nature and in life,

Whereas—Recent educational movements have recognized more and more the importance of the utilization of the play instinct in the child,

Whereas—It is our belief that insufficient consideration has been given this phase of school on the part of those who have the power to provide school grounds and school sites, and

Whereas—Such statistics as are available seem to establish the fact that the location of school buildings in large areas of open country enhance the value of land in the immediate vicinity, be it

Resolved—That this association urges upon all school districts the importance of providing grounds in proportion to size of the building, not less than a square rod for each child. Such a school district park to provide a place for play, and instruction in gardening, as well as a place of recreation for all living in the districts.

Frequent and gross instances of lawlessness in all sections of our country impress on us the duty of increased attention to respect for law, obedience to authority and regard for the rights of others as fundamental principles of our social order. "See to it that the commonwealth receives no injury," is the order of the day to every American citizen, and particularly to every American teacher. Our instruction should be so organized and so infused with the spirit

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SUGGESTIONS FOR THE CLASSROOM

HOW TO HAVE A TERRARIUM, OR A DRAMA IN A BOX

By T. A. TEFFT

Fortunate are the children and the teachers who are so placed that Nature's story book is close at hand. But city children and their teachers need not despair, for the old nurse is loving and bountiful and will rewrite, in living characters, many a page from the wondrous book, for those who care to read. One such a page may be a terrarium,—a confined plot of earth on which things may live and grow. (From *terra*, earth, as aquarium is from *aqua*, water.) Within its narrow confines, the whole drama of the life of many a tiny creature may be rewritten.

Here is a fragment of the drama, as written in one terrarium:

The Architecture

This terrarium was made from an old berry-crate. When the children saw it first, last fall, this is what it looked like: A large rectangular box, grass-green in color, thirty-nine inches long, eighteen inches wide and fifteen inches high. The long sides were of glass, the short sides and top of green wire netting. The top could be removed like the lid of a box. It stood upon a pedestal table provided with castors. In the bottom of the terrarium were three inches of rich soil, covered with the delicate green of sprouting grass-seed. In one corner was a mossy nook, and in another a mass of thistles and clover. At one end a small cabbage was planted, and at the other lay several sprays of glossy pin-oak. Suspended from the top was a large spray of purple thistles.

Among the thistles in the corner, ten pendants of vivid green, bright with golden points, could be seen. They were the chrysalides of the monarch, or milkweed butterfly. Among the cabbage leaves were many of the pale green eggs and several of the caterpillars of the cabbage butterfly. Among the sprays of oak in the corner several caterpillars were feeding.

Enter Madam Butterfly

Before many days had passed, the drama of life began. One by one the chrysalides of the milkweed butterfly paled in color and, becoming transparent, showed through their whitened walls the orange colored wings of the developing butterflies within. They then burst, freeing their gorgeous tenants. This happened until there were seven butterflies in the terrarium. As two of these proved discontented with their new home, they were set free. The five others spent the little round of their aerial life seemingly happy and satisfied. They lived from three to six weeks and showed some individuality in their tastes and habits. Sometimes they chose the mossy corner for their resting place.

On other occasions they preferred the netting at the ends and top of the terrarium. In fact, the netting at the ends of the terrarium was a source of pleasure to these butterflies, as it served as a secure resting place and an agreeable and convenient pathway to the top. One of them spent nearly all its life on the thistles suspended from the top. These thistles were kept fresh a long time by placing their stems in a large sponge which was frequently drenched with water.

A Dinner Scene

The butterflies showed some individuality in their eating also. Thistle, clover, golden-rod, nasturtiums and honeysuckle were offered to them. The thistle and the golden-rod were most frequently visited and next to these the nasturtiums were most favored. Another fact noted was that most of the butterflies continued to visit the flower first chosen. When, however, a thick syrup of sugar and water was offered, the flowers were much neglected, only one butterfly persisting in flower-visiting. Golden-rod was its choice. If the syrup were fresh-made every morning and placed in a convenient spot, the butterflies never failed to sip it. They generally slept clinging to the wire netting at the ends or top of the terrarium.

In the meantime, the cabbage began to attract the watchful eyes of the wondering children. As it had industriously sent out many tiny roots, it proved a safe and satisfactory home for its hidden occupants. Shortly, one by one, the caterpillars began to appear at the edges of the uppermost leaves. Then small tours in the vicinage of the cabbage were begun and, finally, as with the butterflies, the end wire nettings proved to be an easy pathway to the top of the terrarium. Here several found good resting places and slowly changed to chrysalides.

One day a cabbage butterfly obligingly flew in at the open window. It was caught and placed in the terrarium. It, too, proved to be very fond of sugar syrup. One morning the syrup was accidentally spilled on the wooden ridge at the bottom of the terrarium outside of the netting. The butterfly was so hungry that it could not wait for food more conveniently placed, so it stretched its tongue out, full length, through the netting, and in that way obtained it. The children were surprised to find its tongue somewhat longer than its body.

At this time the cabbage was removed so that the eggs and the remaining young caterpillars could be observed. The protecting coloring of the eggs and caterpillars was green because they were not ripe, a good example surely of the danger of reasoning from analogy!

Enter the Villain; Also the Hero!

Very soon the inhabitants of this terrarium

world began to increase. A father and two mother grasshoppers and a young one, with his "armor on," came to live there; also a woolly bee, several other species of caterpillars, several species of beetles, a big horsefly, some ladybugs and cicada. About this time, too, some very unwelcome immigrants appeared. These were the ichneumon flies. So numerous did they become in a very short time that they threatened desolation to the prosperous community. Nature's methods were then scrutinized and the services of two tree-toads were sought. Their response was immediate and cordial. Soon not an ichneumon fly could be found.

The grasshoppers were partial to celery, over-ripe bananas and moisture. Three days after they became inhabitants of this miniature world, the mother grasshopper dug a hole in the ground and laid eggs. The children then had before them living illustrations of the three stages of grasshopper life.

A Little Vaudeville

The tree-toads were both amusing and accommodating, for they, too, liked the wire netting at the ends of the terrarium, and delighted the children by climbing up foot over foot, or hand over hand, like odd four-handed sailor boys. This brought into plain view the tiny suckers on their feet.

After the ichneumon flies had disappeared, a new difficulty arose. The ground became mould, and the grass died down. The terrarium was then placed by an open window and left there several hours for a number of days until it was thoroughly dried out. Then bird-seed was planted and the ground was watered thereafter with a small plant syringe. This gave sufficient, but not excessive moisture, and it was one of the pleasures of the children to imitate a rainy day in the terrarium world. And it was a pleasing experience, for there were splashes of water on the glass sides and many shining drops on the growing verdure; there was the same delightful odor of rich, fresh earth that one enjoys during summer rains, and the sunshine touched with brilliancy the gay fall flowers and the gorgeous outspread wings of the butterflies.

Side Play by the Spiders

At this time the terrarium had an annex in the shape of a wooden box a foot square, with a gauze top. Here lived two mother spiders with their egg-balls carefully hung on the cobweb beams of their homes. A beautiful yellow silk egg-ball was found out of doors one day, and when it was carefully opened to show the eggs with which it was filled, the gratifying discovery was made that these eggs were hatching. They were very tiny and very numerous. They were inclosed in a silken pouch and were the exact color of its lining. When resting the little spiders seemed to hold their legs under the body, and they were so small and so like the egg in general appearance that if they had not run

about when disturbed they would never have been discovered. As soon as the egg-ball was opened they exploited their one talent, for they ran out on the fingers of the person who held the ball and then suspended themselves by almost invisible threads from all parts of the fingers. When they were to be returned to the egg-ball they were gently pushed up. They then obligingly ran back into their silken home, which was carefully closed as before. These little ones were kept a week or ten days and were then allowed to escape and establish homes for themselves. The life history of the spider was thus completed, although unfortunately the adult spiders did not belong to the same species as the young ones.

The Last Act

To return to the terrarium: It was now early in November and each day found one or more of the terrarium inhabitants missing. One of the caterpillars disappeared and a cocoon made of its own hair was found in its place; several chrysalides were found on the top of the terrarium; the butterflies and the grasshoppers, one by one, went into that sleep from which there is no awakening and a number of the other creatures disappeared. The children finally concluded that the latter had gone to sleep in the ground. The grasshoppers and the tree-toads were the last to take their rest, but just before they answered Mother Nature's call to slumber, a large garden toad came to bear them company.

He was a very interesting toad, for he bore signs of having lived through what must have been almost a tragedy. He had lost the lower half of one front leg and had the scar of a long gash on his throat. These disfigurements did not cause him the least unhappiness, for he had a very bright, wide-awake expression and was as plump and complacent as a toad should be. The loss of his leg caused him a little inconvenience, for he sometimes lost his balance when hopping and fell on his back. He occasionally found it difficult to right himself at once, but a few vigorous kicks and jumps generally placed him right side up. Three days after he became a member of the terrarium community he, too, heard Mother Nature's call to bed, and partially buried himself. Each day he covered himself more completely until finally only the top of his head and two sleepy eyes were to be seen. One day, about a week afterward, he disappeared entirely. He proved to be a very restless sleeper, and frequently showed himself during the sunniest parts of nearly every day all winter, occasionally coming entirely out of his earthy covering. He served as a sort of barometer all winter, appearing and disappearing according to bright or gloomy weather. He never, however, left the spot he had chosen for his bed.

Ring Down the Curtain

"Winter is the night of the year," and the little terrarium world indoors exemplifies it as

truly as the great fields of Nature's domain out of doors. The soil is dry and hard in this miniature world and the verdure has dried down to palest green and brown. In its earthy bed, the caterpillars, beetles, and other creatures lie cosily asleep, and with the masses of tiny eggs, await the vivifying touch of spring.

ASIA IN TOPICAL OUTLINES

By EMILIE V. JACOBS.

(Continued from the April number)

VI. A TRIP UP THE GANGES

All Around Asia, Redway; page 227.

Asia, Carpenter; page 233.

Advanced Geography, King; pages 240, 194.

Geographical Data:—Peninsula of Hindostan, Indian ocean, Bay of Bengal, Ganges river, Plains of Northern India, Indus river; influence upon climate of the Himalaya mountains, and the monsoons; inhabitants; animals,—tiger, elephant, buffalo, camel, monkey, crocodile, serpent; vegetation,—forests, palm, bamboo, banyan, rice, cotton, sugar cane, spices, poppy, coffee, tea, grains, fruit; Bombay, Madras, Calcutta, Delhi, Benares; Deccan Plateau.

LESSON I.

I. India or Hindostan peninsula.

- (1) Size, one-half area of United States.
- (2) Population, four times that of United States.
- (3) Location in Asia; boundaries.

II. The Ganges river valley.

- (1) Great length of river; 2,000 miles.
- (2) Extent of valley; from Himalaya Mountains on north to Deccan plateau on south.
- (3) Gradual slope.
- (4) Floods.

III. The Delta of the Ganges.

LESSON II.

The Climate of the Ganges.

River valley.

I. Three influences.

- (1) The zones.
- (2) The Himalaya mountains.
- (3) The trade winds and monsoons.

II. Contrast the Ganges and the Indus valleys.

Cause of terrible droughts in the Indus valley.

LESSON III.

The City of Calcutta.

1. The harbor; why not located at coast.
2. Streets; clean, wide, paved.
3. Buildings; large, imposing, stone, and brick.
4. Resemblance to European cities.
5. People, great varieties.
 - (a) Buddhists.
 - (b) Brahmins.
 - (c) Mohammedans.
 - (d) White British soldiers.
 (Their dress and appearance.)
6. Government.
 - (a) Viceroy.
 - (b) Soldiers.
 - (c) Influence of British rule; railroads, sanitation, other improvements.
7. Climate.

LESSON IV.

The River Plain.

Asia, Carpenter; page 209.

I. The Farms.

1. Great numbers; "a nation of farmers."
2. Crops: wheat, cotton, coffee, spices, rice, sugar-cane, poppy, tea, fruits.
3. Farmers; great poverty, dress, physical condition.
4. Farm villages.
 - (a) Mud huts.
 - (b) Fuel.
 - (c) Furnishing.
5. Implements: crude; grinding of flour, threshing, use of bullocks and water buffaloes.

II. The jungles.

1. Vegetation; cane, bamboo, palms, banyan.
2. Animals; tiger, crocodile, serpents, elephant, monkey; their ferocity and encroachment upon the villages.

LESSON V.

The Cities.

1. Business cities: Calcutta, compared with Bombay, Madras, and Delhi.
2. Holy cities: Benares as a type.
 - (a) The miles of temples along its banks.
 - (b) The Ganges considered sacred; bathers; ancient custom of sacrificing babies.
 - (c) Religion.
 - (d) Castes.

VII. THE HIMALAYA MOUNTAINS

Asia, Carpenter; page 295.

Geographical Data:—Himalaya and Hindu Kush mountains, Mt. Everest.

LESSON I.

1. Himalaya, "The Abode of Snow."
2. Mt. Everest, "The Throne of God."
3. Great height; four to five miles.
4. Great length; distance from New York to Denver.
5. Great width of ranges.
6. Scenery; glaciers, cloud effects.
7. Influence upon climate of India.
8. Climate in the foothills; the summer resorts of the British; vacation parole of soldiers; Rudyard Kipling's tales.
9. Hindu Kush, a continuation of Himalaya mountains.

LESSON II.

Lantern Exhibition.

Scenes in India.

VIII. TEA GROWING IN CEYLON.

National Geographical Magazine; February, 1912.

Foods; or How We Are Fed, Carpenter; page 308. Industrial and Commercial Geography, Morris, page 91.

Geographical Data:—Ceylon, Cape Comorin, Java, Formosa.

LESSON I.

I. The Great Tea Countries.

- (1) India and Ceylon.
- (2) China.
- (3) Japan.
- (4) Java.
- (5) Formosa.

II. The leaders in quantity and quality; India and Ceylon.

III. The leading exporters; India and Ceylon. (Most of our tea is from India and Ceylon.)

IV. The leading tea drinkers of the Yellow race: China and Japan. (Three times the rest of the world combined.)

V. The leading tea drinkers of the White Race: Great Britain. (Six pounds per person a year; United States, less than one pound per person a year.)

VI. Climate necessary for growth of tea.

(1) Warmth. (2) Moisture. (3) Sufficient slope to allow rain to drain off.

LESSON II.

A Tea Plantation

I. In India, large plantations at foot of Himalaya mountains. (Also many wild trees in India.)

II. In Ceylon, many large plantations.

III. In Japan and China, mostly small tea gardens.

IV. Growth.

1. Planting, in nurseries, the seed (as large as a hickory nut).
2. Transplanting the sprouts to the fields when seven or eight months old.
3. Cutting or pruning to the ground when two years old and four to six feet high.
4. Second growth to from four to six feet high.
5. Appearance of tree: bushy, evergreen, resembling rose leaves.

LESSON III.

Preparing the Tea for the Market.

I. The picking by women and girls only, in Ceylon; their baskets.

II. Selection of young tip and tender leaves.

III. Number of crops, three or four, from April to November.

IV. Weighing.

Paying the pickers (in Ceylon, ten to sixteen cents a day).

V. Sorting the tea.

LESSON IV.

VI. Withering, spreading upon trays or racks for twenty-four hours.

VII. Rolling.

1. In India and Ceylon, by machinery.
2. In China and Japan, by hand.
3. Appearance after the rolling, little, moist, green worms.

VIII. Fermenting for "black" tea. "Green" tea is not fermented.

IX. Drying.

1. "Black" tea dried slowly in sun.
2. "Green" tea dried quickly over charcoal fires.

X. Grading and sorting.

Finest qualities not exported; some \$20 a lb.

XI. Packing; wooden chests lined with lead.

XII. Exporting.

1. Ports:—Bombay, Calcutta, Madras, Island of Ceylon.
2. Routes.
3. The rush to reach market first. Trans-Siberian railroad.

LESSON V.

Lantern Exhibition:—The tea industry.

LESSON VI.

Written Lesson:—India and Ceylon.

EDWARD AUSTIN SHELDON

Continued from page 329)

the aisle of the academy one Monday morning, greatly amusing both pupils and teachers. I shall never forget how completely I demoralized the dignity of Mr. Huntington, when his eye first caught sight of me. But I was not to be laughed out of what seemed to me a sensible idea, and went on wearing the cutaway until it was worn out.

When John saw how our idea took, his heart failed him, and he never appeared in his suit. In other words, he broke the contract, and I had to live down the ridicule single-handed.

It was not, however, characteristic of my chum to break his agreements, and especially in more important matters. It is a rare individual who can breast public sentiment in matters of fashion and dress. This was more than my chum was competent to undertake, and very likely had he been the one first to appear in this new costume I should have hesitated to follow, but once having committed myself, I was the last one to retreat. I had too much pride and spunk for this. Stubbornness was characteristic of me as a boy, a trait that never entirely left me.

It was about this time that we formed our resolution to go through college together, a pledge from which, as I have said, we never wavered, although circumstances quite beyond my control prevented the full completion of my course. From this time on, everything was made to bend to the accomplishment of our purpose. John helped to carry himself through his preparatory course by work at the shoemaker's bench. The only assistance I was able to render him was to furnish him with all the apples he could eat, with which I always filled my pockets to overflowing every morning, and of which he always had a liberal share. I suppose that his family friends must have done for him more than I knew, for I can hardly conceive that his expenses were fully provided for by the work he did at his trade, or by the proceeds of a singing school he occasionally taught. As for myself, I lived at home and was there provided with necessary clothing and books.

During a short period of this preparatory course I occupied the office of our town physician, Dr. Ward, as a place of study during the day, with my cousin, Stewart Sheldon, who had also decided to prepare for college. This physician was a man of no ordinary character. He was the only doctor in our part of the town and was known far and near. He had the confidence and respect of everybody, and left the impress of his strong character upon the church and people generally. I shall never forget the shock that was felt in the assembled congregation one Sabbath morning when his death was announced. Everybody in that congregation was a personal friend and a mourner. Although in some ways odd and peculiar, both in manner

and ideas, he had a warm heart and tender affections.

I came very near this man, and he had an important influence on my life and character.

The man, however, who had the most to do with my life was my teacher, C. A. Huntington. I may truthfully say that he made me what I proved to be, and to him I owe a debt of gratitude I shall never be able fully to express. But for him I should have died on the farm, unlettered, and my influence would have been greatly circumscribed. What was true in my case was also true of many another Perry boy, who, through his influence, went out into the broad world to make himself felt in a large way.

SOME LONDON FRESH-AIRS

In England the fresh-air children are said to be off on "Country Holiday Fun." But except in name the outing is about the same as in this country, although in England the rural hosts commonly get a small fee partly covering each child's board and lodging.

In the Cornhill Magazine for April extracts from the letters of last year's fresh-air children are given. It is to be noted that the epistles are filled with the events of meal time, an indication of the never-ending struggle at home for something to eat. A characteristic letter is this:

"I got up, washed in hot water and had my breakfast. It was duck's egg. I then went out in the fields till dinner was ready. I had a good dinner and then took a rest. We had Tea. My lady gave us herrings and apple pie for tea, then we went on the Green and looked about and then came home and had supper and went to bed."

Some letters contain nothing but the plain unvarnished tale of the supply of regular food. One girl is indignant because

"We girls was sent to bed at 7:30 and got no supper, but the boys was let up later and got bread and a big thick bit of cheese."

There is evidently plenty of poetry left in the make-up of the English city child, as witness,

"The trees seemed so happy they danced."

"The wind was blowing and the branches of the trees was swinging themselves."

"The rainbow is made of raindrops and the sun, tears and smiles."

"It was nice to sit on the grass and see the trees prancing in the breeze."

"When I looked into the sky one night you could hardly see any of the blue for it was light up with stars."

"I saw the sun set it was like a big silver Eagle's wing laying on a cliff."

"One night I kept awake and looked for the stars and saw the Big Bear of stars."

"At night the moon looked as if it were a Queen and the stars were her Attendants."

"The clouds are making way for the moon to come out."

As these letters were not written to a teacher, but to an officer of a society in charge of the ex-

cursions, there can be no charge that the references to nature study were made to order. Here are some of them:

"The Cuckoo dines on other birds."

"There was one bird called the squirrel."

"Butterflies dont do much work."

"The trunk of the oak is used for constructing furniture, coffins and other expensive objects."

"The cows made a grunting noise, the baa lambs made a pretty little shriek."

"The cows I saw were lazy, they were laying. One was a bull who I daresay had been tossing somebody."

"I saw a big dragon fly. It was like a long caterpillar with long sparkling transparent wings."

"There were wasps which was yellow and pretty but unkind."

"I saw a little blackbird—its head was off by a Cat. I made a dear little grave and so berreyed it under the Tree."

And now should the next extract be put under nature study, politics or domestic economy? At any rate, man gets his proper place:

"My ladie had a big pig 4 little ones, 2 cats. some hens a bird in a cage a apple tree a little boy and a Huband."

Pathetic indeed is one letter, the tone of which runs through these chance excerpts.

"I wish I was in the country now.' 'I shall never go again; I am too old now.' 'I think in the fortnight I had more treats then ever before in all my life.' 'The blacking berries were red then and small. They will be black now and big.' 'I wish I was with my lady's baker taking the bread round.' 'I enjoyed myself very much, I cannot explain how much. Please God next year I will come again. As I sit at school I always imagine myself roaming in the fields and watching the golden corn, and when I think of it it makes me cry."

The fresh-air societies should print this letter in their circulars of appeal.

THE CHICAGO MEETING

(Continued from page 333)

of altruism that the ends of good citizenship may be increasingly realized in the products of the schools.

The president of the association is authorized and directed to enlarge the standing committee for the promotion of the National University; and that

The board of directors be requested to make an adequate appropriation for the clerical and other expenses of the committee; and that

The directors be requested to print for use in promoting the movement for a National University, in a separate edition, the four addresses submitted at this meeting.

J. W. CRABTREE,
ROBERT J. FULLER,
WM. M. DAVIDSON,
FLORENCE HOLBROOK,
WM. MCK. VANCE,
JOHN W. OLSEN.

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CURRENT EDUCATIONAL ARTICLES

The August Magazines

The reader of "Entomological" in Atlantic will find some bright sentences linked to solid ideas. If the same reader be a teacher he may be reluctant to believe that a child "does his hardest thinking during the long, glorious hours of solitary play." "If we elders could but let our children alone," is not an aspiration of modern pedagogy.

"I studied botany for a year in school under a teacher so naturally anhydrous herself that she rendered all her surroundings dry. The consequence was that I so thoroughly detested botany that at the end of the term I could not tell a petiole from a pistil."

The writer, Robert M. Gay, then describes the method by which he learned the lesson—a method not to be found in the books.

Passing from biology to literature, the same magazine contains James O. Fagan's account of how he, a railroad signalman, made himself a master of English.

"For two or three years, while at East Deerfield, I carried a small English dictionary in my pocket. I never looked at it, however, except when on railroad journeys, and on long walks which I delighted to take into the surrounding country. In this way I read the dictionary through word by word from cover to cover, three or four times, not to mention the more important words, which received special attention and were re-investigated in larger dictionaries."

If we mistake not, that is another heterodox method.

It is not only in the "long, glorious hours of solitary play" of which Mr. Gay writes, but in the games with the other fellows that a boy learns to think. The idea of baseball as brain-training is written up in St. Nicholas in "Playing the Game."

"Lads who play baseball should make it a rule to think out in their own minds, swiftly but accurately, just what they will do with the ball if it comes to them, and before they do it. But this thinking out should not be to the effect that 'If I get the ball I will throw to first base for the runner,' because that is a mental command which may well be obeyed in the excitement of the play when the best place for the ball may be elsewhere."

"The making up of one's mind and the mental command should be entirely different: to the effect that 'a double play is possible, if the ball is batted, so I must run near second to get it,' or, 'I'll field it to first if it's a bunt I run in on, but if it's a ground ball I have to play back on, I'll send it to second.' Leave yourself a 'fielder's choice' in your mind, but never fail to calculate before each play what it may be possible to do, should the ball

come your way; and make these calculations with a full knowledge of the inning, the score, and the outs."

"Often, of course, there is but one thing to do, in which case the play is easier. Thus, with a man on third and less than two out, almost any infield hit should be fielded home rather than to first base, because of the more than usual chances of retiring the runner. On the other hand, with two out and a man on third, almost any infield hit should, of course, be fielded to first, because the third out is easier made there than anywhere else, the runner not having to be touched by the ball. And if the batter is out at first, the runner on third cannot score."

Marion Hill, in Scribner, "In the Wake of William Tell," describes a class in school wrestling with a reproduction of the story of Androcles and the Lion, the two heroes appearing in one of the resulting papers as Andy Roggles and Andy Loin.

McClure's: "It would be unfortunate if, in the struggle between democracy and privilege now going on in the United States, our so-called 'seats of learning,' especially those in our older eastern states, should be found on the conservative side. Will some meditative historian, gazing centuries hence upon the ivied walls and mullioned windows of Yale or Harvard, describe these institutions as Matthew Arnold did his own Oxford, as the 'homes of lost causes and impossible loyalties?' . . . There is something disquieting, for example, in the public appearance of the president of one of our great universities, Nicholas Murray Butler, of Columbia, as the political ally of Boss Barnes, Tim Woodruff, and other discredited leaders of the old New York Platt Machine. President Butler's violent and silly harangue as chairman of the New York State Convention—a speech cynically contemptuous of all the finer ideals of the American democracy—has done more to arouse popular distrust of those in control of American higher education than anything that has happened in years."

Frederick T. Gates, chairman of the General Education Board, tells in the August World's Work of the Country School of To-morrow. Here young and old are to be taught in practicable ways how to make rural life healthful, intelligent, fruitful, recreative, beautiful, and joyous.

He makes this comment on some of the graduates of our universities:

"Beware of the scribes who desire to walk in academic gowns and receive salutations in the market-places and the chief places in the synagogue and the first places at social functions. Their learning, their doctors' degrees, their academic gowns, find their end in livelihood, in personal distinction, in social advancement, and not in the enrichment and uplift of the common life."

Such was Christ's criticism of the formal learning of his day."

The Ladies' Home Journal having solved the problems of the Woman's Colleges to its satisfaction, is now turning its attention to the public schools. The August number answers the question: Is the Public School a Failure? in the affirmative, and considers it the most momentous failure in our American life—stupid in method, impractical in plan, and absolutely ineffective in results.

News Items (continued from p. 325)

"The whole system of the elementary public school is keyed absolutely and conducted solely for one aim: to fit the pupil for graduation to the High School. Now how many pupils from the elementary schools enter the High Schools? Here you have the joker in the whole situation—just seven out of every one hundred."

Of the 523,000 public school teachers in the United States more than four-fifths are women.

Esperanto is taught in some of the state-supported schools in England, France, and Germany.

A bill pending in the Arizona legislature prohibits consumptives from teaching in the public schools.

The idea of sending teachers to other countries for observation and study continues to spread. Sweden has recently dispatched fifty teachers to various other countries at public expense.

School authorities of Leipzig, Germany, are

fighting the smoking habit among school children. It is reported that in one school 80 per cent of the pupils smoked, in another 74 per cent, and in still another 84 per cent.

Crowded conditions in public schools are not confined to American cities. In Upper Austria 110 teachers in all-day schools have 80 to 90 pupils; 51 teachers have 90 to 100 pupils, and 19 teachers have more than 100 pupils under their charge.

"The emphasis of the system of promotion," declares a recent publication of the United States Bureau of Education, "and the strength and efforts of the teachers should be primarily devoted to assisting the bright pupils, rather than directed toward forcing forward the dull ones."

The range of salaries for the heads and faculties of state-aided institutions of higher learning in this country is given in a bulletin just issued by the United States Bureau of Education. According to the bulletin, the highest paid head of any institution of this class is the president of the University of California, who receives \$12,000 a year and house. The presidents of Illinois University and Cornell University each receive \$10,000 a year and house, while the president of the University of Minnesota gets \$10,000 without house. From these figures, the president's salaries run down as low as \$2,400. The salaries of the faculty members range from \$50 a year for the least-paid tutor to \$6,000 a year for the best-paid full professor, both extremes being touched at Cornell.

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HEAD OF DEPARTMENT OF ENGLISH, UNIVERSITY OF CHICAGO

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BOOKS OF THE DAY

The Real Article

There is true history in *The Westward Movement*.* Of course it must be called "supplementary" or "historical reading," for to be dubbed a text-book in history a volume must be redolent of dates, dull facts and the conventional statements that are called for by the syllabuses and the examination papers. This *Westward Movement* is not that which started from the shores of Spain, England and France, but that in which Americans found and settled their own America. It is a good story to know.

A certain Englishman, being asked if he had been in the United States, said, "No, I didn't have much time when I was over and I got no farther than the city of New York." A class in history in that city was told of this remark and asked if they saw the point. They didn't. It would do that class good and benefit almost any dweller on the Atlantic coast to read these chapters on the exploits of Daniel Boone, of early Western steamboating and of the emigrant trains to California.

The west knows the east far better than the east knows the west; and something of the spirit of the Mississippi valley and the Pacific coast can be understood from the story of their remarkable history, a history still in the making during this amazing campaign of 1912. The adjective amazing, however, applies to the smug and self-satisfied east. And perhaps it is too much to expect that such good history as the *Western Movement* will be given more than incidental notice, while the schools of the state of New York are struggling for the Regents' examinations by learning the names of the charter colonies.

The book is one of the series known as *Century Readings in United States History*, and other titles of these books are, *Explorers and Settlers*, *The Colonists and the Revolution*, *A New Nation*, *The Civil War*, *The Progress of a United People*. The series is made up from articles which have appeared in *The Century* and *St. Nicholas* and is adapted to the upper grammar and high school grades.

The following is an account of those who followed the trail of Daniel Boone:

"During the fall and winter of that year came an unexampled tide of emigrants, who, exchanging all the comforts of their native society and homes for settlements for themselves and their children here, came like pilgrims to a wilderness to be made secure by their arms and habitable by the toil of their lives. Through

privations incredible and perils thick, thousands of men, women and children came in successive caravans, forming continuous streams of human beings, horses, cattle and other domestic animals all moving onward along a lonely and houseless path to a wild and cheerless land. Cast your eyes back on that long procession of missionaries in the cause of civilization; behold the men on foot with their trusty guns on their shoulders, driving stock and leading pack-horses; and the women, some walking with pails on their heads, others riding with children in their laps, and other children swung in baskets on horses fastened to the tails of others going before; see them encamped at night, expecting to be massacred by Indians; behold them in the month of December in that ever-memorable season of unprecedented cold, called the 'hard winter,' traveling two or three miles a day, frequently in danger of being frozen or killed by the falling of horses on the icy and almost impassable trail, and subsisting on stinted allowances of stale bread and meat; but now lastly look at them at the destined fort, perhaps on the eve of merry Christmas, when met by the hearty welcome of friends who had come before, and cheered by fresh buffalo meat and parched corn, they rejoice at their deliverance and resolve to be contented with their lot.

"This is no vision of the imagination, it is but an imperfect description of the pilgrimage of my own father and mother."

Brief Mention

Commercial and Industrial Geography. By Albert Galloway Keller, Professor of the Science of Society in Yale University, and Avarad Longley Bishop, Professor of Geography and Commerce in the Sheffield Scientific School. Price \$1.00. Ginn & Co., Boston.

The authors of this work start with the proposition that the chief facts of commercial and industrial geography are those relating to food, clothing and shelter, and they stick consistently to their text. This is another excellent example of the modern notion of getting down to everyday human interest. The book is written on broad lines, which take in the principles of economics and the rigid laws of fashion. There is some evidence of "writing down" to too low an intelligence, as when the remark is made that "Lumbering depends on the presence of forests," and that "it cannot be carried on, then, in a desert or arid clime."

Short Stories for Oral French. By Anna Woods Ballard, A.B., Instructor in French at Teachers College, Columbia University, and in Horace Mann High School. 126 pages. Chas. Scribner's Sons, New York.

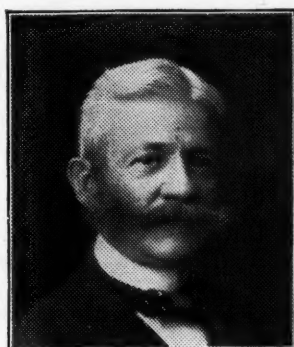
A collection of simple stories for conversational teaching.

French Newspaper Reader. By Felix Weill, Instructor in French, College of the City of New York. Cloth,

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Graded selections from the best French newspapers and magazines, in which are not forgotten those interesting parts of a journal, the weather report, theater announcements and advertisements for "help."

Current Educational Activities. By John Palmer Garber, Ph.D., Associate Superintendent of the Public Schools of Philadelphia. 379 pages. J. B. Lippincott Company, Philadelphia, Pa.

The sub-title of this work is "A report upon education throughout the world, being the 1911 volume of the annals of educational progress." The author considers the vocational movement and the recognition of the importance of recreation to be the leading activities of the year and gives these subjects extended space. Other topics of the time are agricultural education, the Montessori idea, the salary question, the boy-scout movement. The range indeed is wide, taking in the sane Fourth of July, the housefly, and government by commission. Chapter ten is a résumé of the educational status of a score of foreign countries alphabetically from Australia to Turkey.

Nature Stories. By Mary Gardner, of the Duluth, Minnesota, Public Schools. Illustrated by Ethel Blossom and Helen Babbitt. Price 40 cents net. The Macmillan Company, New York.

Fact and fancy about sunflowers, corn, caterpillars, rainbows, rabbits, snow and spiders are here put in the type, paragraphing and language of the second and third readers.

The Spring of the Year. By Dallas Lore Sharp. Illustrated by Robert Bruce Horsfall. 148 pages. Price 60 cents. Houghton Mifflin Company, Boston.

One of the three book series of which the author says "It has been my aim to carry my readers through the weeks of all the school year, not, however, as with a calendar, for that would be more or less wooden and artificial, but by readings that catch in a large way the spirit of the particular season." The merit of the book is that the spirit does not seem to be made to order.

The Normal Child and Primary Education. By Arnold L. Gesell, formerly of the Department of Psychology of the Los Angeles State Normal School, now Assistant Professor of Education, Yale University; and Beatrice Chandler Gesell, formerly Training Teacher in Los Angeles State Normal School. 340 pages. Price \$1.25. Ginn & Co., Boston.

"What is a Normal Child?" The most of us, we are kindly told, are "sadly slipshod" about this matter. If we think the normal child is the average child, we are way, way off. It is better "that the normal should approximate the ideal rather than the average." "The higher the norm of normality the better." Probably



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the reason why the most of us ordinary, average folks mix these things is because the norm of our normality is not high enough. As above mentioned there are three hundred and forty pages.

Principles and Methods of Teaching Reading. By Joseph S. Taylor, Pd.D., District Superintendent of Schools, New York. 238 pages. The Macmillan Company.

The treatise includes chapters on the psychology of reading, and, what is more to the point, on its physiology. The various methods of teaching reading are given ample space. The most valuable topic considered is that of the hygiene of reading, under which are discussed the matters of light, color and surface of paper, the length of line, size of type, the relation of illustration to text and the ever-present question of eye-strain. Under the same heading there is an excellent dissertation upon the relation of literary style to rapidity in reading, a matter which may have an apparent but not a real connection with the rest of the chapter.

A History of the United States for Grammar Schools. By Reuben Gold Thwaites, LL.D., and Calvin Noyes Kendall, Litt.D. 471 pages. Houghton Mifflin Company, Boston.

Salem Witchcraft is reduced to a foot-note, but the Zenger trial, which gave the colonies freedom of the press and paved the way to union of sentiment, gets no mention. There is a distinct and admirable attempt, however, to get away from some of the routine facts of the conventional texts. A map of the Canal Zone appears in the Roosevelt chapter, also a note to the effect that this zone is governed by a commission appointed by the president. Nothing is said about how we got that zone.

The Water-Babies. By Charles Kingsley. Edited by Sarah Willard Hiestand. 382 pages. Rand McNally & Co., New York.

The standard text, with excellent notes that properly go to the back of the book, along with a vocabulary, biographical sketch and suggestions to teachers.

In my mind's eye I can see Mr. McTavish now standing on the platform at the end of the school-room, slightly to one side of an enormous blackboard, a long lancelike pointer in one hand, and the ever-present "taws" swinging significantly in the other. He brings the pointer down sharply on the floor and says, "Attention." Then he scribbles off a problem of some kind on the board, takes a step forward and says, "One, two, three, off!" At once there is a rattle and squeaking of slate pencils, and after an interval some one brings his slate down on his desk with a slam and shouts, "First." Others follow in rotation as fast as their tasks are completed. Meanwhile, McTavish is in the body of the hall, scrutinizing the answers and admonishing the slow ones. In all probability he pounces upon a "dunce," takes him by the ear and deposits him silently in the corner of the room with his face to the wall. Occasionally, however, in a magnanimous mood, he returns to the platform empty-handed and explains the difficulties in the problem in the most sympathetic manner. Once in a while in his remarks to the pupils he lapses into the brogue of the neighborhood. On one occasion I happened to shout "First," at the top of my voice. "Jeames, my boy," he replies, "dinna shoot; when ye're no first, I'll be making a note of it."—*James O. Fagan, in the May Atlantic.*

From 1900 to 1910 the number of high school teachers in the United States increased from about 20,000 to 41,000; and annual expenditures for normal schools increased in the same decade from \$2,769,000 to \$6,620,000.

The money annually expended in the city of New York for public education is bewildering in its vastness. Last year the total was \$33,161,710.19. The teachers' salaries amounting to \$21,375,552.95. The cost of educating a child, based on the average daily attendance, was \$44.90 for all the schools. However, the cost per pupil on the average daily attendance in the elementary schools was \$33.11, in the high schools \$84.41, and in the training schools \$98.96.

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THE GIRL WHO MADE THE APRON

The Outlook in an article entitled Uncommon People and the Common Schools tells a good story of a girl who made the best white apron in Page County:

"She was the fourteen-year-old daughter of a farmer who lived off the road, figuratively and literally. He was one of those men who are by nature always against everything. He had a large family, of course, all of them red-headed, and woe to the country teacher who found it necessary to punish any of them!

"Well, they had a good teacher in that district this fall, and she interested this girl in trying to make an apron for the girls' industrial exposition. The girl had never had a thimble on her finger before, but she became interested and worked faithfully, often at noons and recesses, until the apron was complete—even to a blue ribbon run through the beading. The director brought it to me with great pride, and, when I examined it, it did look like a very well made apron. So that afternoon I saw the father on the street, and said:

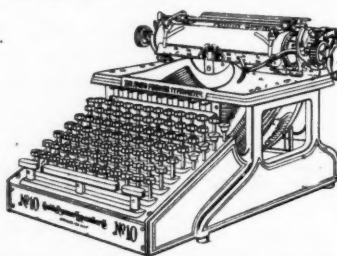
"Well, Mr. B——, your daughter surely has made a beautiful apron. I should not be surprised if it should win the premium."

"But he scowled, and growled out: 'I don't take no stock in any sech things. They don't have no place in school.'

"Well, I was almost afraid of him, for he looked so big and cross; so I just reiterated

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that the apron was a very good one, and hurried away.

"Late that afternoon our judge finished her work, and I was not surprised to see the blue ribbon on Blanche's apron. Somehow the telephone must have carried the good news, for very early in the morning, when I reached the exhibit room, I found there a red-headed girl, with an old black coat and a fascinator tied tightly over her head—she was too happy and excited to take them off until I told her I thought she would be more comfortable without them. She was standing by that apron and receiving congratulations as the girl who had made the best apron of the hundreds shown.

"And that was not all; soon there were four brothers near her to receive congratulations as the brothers of the girl who had the blue ribbon on her apron. Before long the father came, with a sort of a smile at the corners of his mouth. And, last of all, carrying a big basket of lunch, came the dear little bent mother, whom I had never met before, for she seldom ventured away from the duties and burdens of that home that was 'off the road.' The mother was there, and her face was radiant, for was she not the mother of the girl who had made the very best apron of them all?

"The apron was entered at the state junior contest, and it was judged to be the best apron in the state. Some days ago we had a visitor in our county from a university. I thought he might enjoy seeing the apron and meeting the girl. I saw her father on the street the night before, and he was smiling a block away. I said, 'Do you think Blanche could bring her apron to school to-morrow for a visitor to see?'

"'Sure she can,' he answered. 'And, say, I want you to take that girl of mine just as far as you can; take her as far as you can!'

"And the next day, when Blanche met the university professor and brought out her apron to show him, she had it wrapped in layers and layers of pink tissue paper. I only glanced at the apron and the tissue paper, though, for I was looking into the eyes of the girl. And in them I saw a new light, a message which I understood. It told me that when she made a home it would not be 'off the road,' but would serve and minister to all."

The high school at Manatee, Fla., needed an industrial building, and as no funds were available for the purpose, the school children built it themselves. It is a one-story structure, built of concrete blocks, 25 feet by 50 feet. The blocks were made by the grammar-school pupils; the high-school boys put up the walls and roof, the girls nailed on the laths for the plastering, and the high-school principal designed and supervised the work.

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Medical Examination for 1911

Six thousand nine hundred and sixty physicians were examined during 1911 for a license to practice medicine in the different states. These figures are the result of a tabulation of the reports from all the state examining boards made by The Journal of the American Medical Association. Comparison with previous years shows that 7,004 physicians were examined in 1910, 7,287 in 1909, and 7,770 in 1908. Apparently the number of applicants for license is decreasing, as is the number of medical schools and graduates. There were 119 medical colleges in the United States in 1911, which had graduates examined.

Of the 6,960 physicians examined in 1911, 19.9 per cent failed to pass the examination. In North Carolina, Massachusetts, Mississippi, Oregon and Tennessee, in which states non-graduates are eligible to examination, 330 undergraduate students were examined, of which 127, or 38.5 per cent, failed.



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Although these friends of the St. Louis school children are all very busy men, they find time to demonstrate their interest in education in a wide variety of ways other than these activities. By arranging appropriate exercises they help to commemorate the national holidays, such as Lincoln's and Washington's birthdays, and Arbor, Flag, Memorial and Independence days, the object being the inculcation of a broad American patriotism. They also aid the principals in making the necessary arrangements for the annual school picnics, the Christmas festival, and other school functions and exercises.

The agency directing this work is called the St. Louis Public School Patrons' Alliance, a legally incorporated body, which consists of a league of some fifty constituent associations. These branches are neighborhood organizations, established to help the schools of their several wards, and finding expression

for their wider activities through the central, co-ordinating body. Men only are eligible to membership, for the reason that women can accomplish whatever work they may care to do in the same field through the medium of their mothers' clubs.

What the Drug Habit Means (Century)

Whether a man has acquired the habit knowingly or unknowingly, its action is always the same. No matter how conscientiously he wishes to discharge his affairs, the drug at once begins to loosen his sense of moral obligation, until in the end it brings about absolute irresponsibility. Avoidance and neglect of customary duties, evasion of new ones, extraordinary resourcefulness in the discovery of the line of least resistance, and finally amazing cunning and treachery—this is the inevitable history.

The drug habit is no respecter of persons. I have had under my care exemplary mothers and wives who became indifferent to their families; clergymen of known sincerity and fervor who became shoplifters and forgers; shrewd, successful business men who became paupers because the habit left them at the mercy of sharpers after mental deterioration had set in.

Tommy's Aunt—Won't you have another piece of cake, Tommy?

Tommy (on a visit)—No, I thank you.

Tommy's Aunt—You seem to be suffering from loss of appetite.

Tommy—That ain't loss of appetite. What I'm suffering from is politeness.

"Oh, yes," said Mrs. Smith, "my husband is an enthusiastic archeologist. And I never knew it till yesterday. I found in his desk some queer-looking tickets with the inscription 'Mudhorse, 8 to 1.' And when I asked him what they were, he explained to me that they were relics of a lost race. Isn't it interesting?"

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Good Training

"When I was a growing lad, and came upon many words in my reading that I did not understand, my mother, instead of giving me the definition when I applied to her, uniformly sent me to the dictionary to learn it, and in this way I gradually learned many things besides the meaning of the individual words in question — among other things, how to use a dictionary, and the great pleasure and advantage there might be in the use of the dictionary. Afterwards, when I went to the village school, my chief diversion, after lessons were learned and before they were recited, was in turning over the pages of the 'Unabridged' of those days. Now the most modern Unabridged—the NEW INTERNATIONAL—(G. & C. Merriam Co., Springfield, Mass.) gives me a pleasure of the same sort. So far as my knowledge extends, it is at present the best of the one-volume dictionaries, and quite sufficient for all ordinary uses. Even those who possess the splendid dictionaries in several volumes will yet find it a great convenience to have this, which is so compact, so full, and so trustworthy as to leave in most cases, little to be desired." Albert S. Cook, Ph.D., LL.D., Professor of the English Language and Literature, Yale University.

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Charles E. Chadsey, of Denver, goes to Detroit as superintendent, William McAndrew, of the Washington Irving High School, New York, having declined the position.

New York City Licenses

An examination of applicants for licenses to teach certain subjects in the high schools of the city of New York will be held on Monday and Tuesday, October 14 and 15, 1912. A circular of information can be obtained by addressing Superintendent William H. Maxwell, Fifty-ninth street and Park avenue. The following are subjects for the teaching of which licenses will be issued:

BIOLOGY. Men only.

ELOCUTION (grammar, rhetoric, literature and principles of elocution). Men and women.

ENGLISH (grammar, rhetoric, English and American literature). Men and women.

GERMAN (translation, gram-

mar, prose composition, history of the literature). Men and women.

LATIN (as in German). Men only.

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"Yes, dad."

"Well, those tall weeds in the back yard would make excellent cover for an enemy. I think it would be good military tactics for you to cut them down."

After Vacation

Just as it is harder to set a ball in motion than to keep it in motion, it is harder to take up any line of work again, after the summer vacation, than to keep on with it.

The effects of the strain are seen in changed looks, diminished appetite and broken sleep.

Now is a time when many—clerks, bookkeepers, teachers, pupils and others—should take a tonic, and we think the best is Hood's Sarsaparilla, which acts on the whole system, builds it up, and wards off sickness.

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The New Country School
The walls and the ceiling they're spraying,
They're scrubbing the wood-work and floors;
A stream on the blackboard is playing,
They're boiling the desks and the doors;
The old water pail has been scalded,
A cup for each lassie and lad,
And no one may drink, as we all did,
From that old tin dipper we had.

They've cleansed every pointer and ferrule,
The ink wells are scrubbed out with lye,
The books and the slates are made sterile,
The old well is filled up and dry;
The girls have to wear, willy-nilly,
A button which bears this bold sign,
"The lips that touch germs or bacilli
Are lips that will never touch mine."

The dunce cap is boiled every morning,
(They've the individual kind!)
The front door is set with this warning:
"Who enters here leaves germs behind."
No apple is smuggled for sharing
As was on the schooldays of yore,

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Until they've made sterile the paring
And quite disinfected the core.
Alas! The old pump is discarded,
And gone in the flight of the years;
The new drinking fountain is guarded
By the Anti-germ Grenadiers!
The vines from the windows they're stripping
Lest germ-breeding insects might stay,
The eaves and the rafters are dripping
All wet with a sterilized spray.
Oh, come, in the joy of the morning,
What secrets of schooldays we'll tell!
That thick rising vapor gives warning
That teacher is boiling the bell.
It's time for the B Class in scrubbing,
The A Class is set out to cool
From its recent boiling and rubbing—
Three cheers for the Sterilized School!—J. W. FOLEY, in Life.

How to Dress a Chicken
Use soft materials such as batiste or mull, and arrange simply. If a spring chicken, white is the most suitable color.

How to String Beans
Use a strong thread and sufficiently large needle. Do not fail to knot the thread before beginning the task.

How to Preserve Peaches
Treat the same after marriage as before. This simple recipe has never been known to fail.—Harper's Weekly.

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